



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

845 S Crismon, Mesa, AZ 85208

Mesa Unified District

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Highly Performing
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status ^(b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mrs. Holly C. Williams
 Schedule : 07:30 AM to 04:00 PM
 Grades : 10-12
 Web Address : www.mpsaz.org/main2/
 Phone Number : (480) 472-9400
 Fax Number : (480) 472-9406
 E-mail : hwillia@mpsaz.org

Mission

The Skyline High School community provides educational opportunities that encourage students to achieve their highest academic, intellectual, creative, physical, and social potential. Our unique multi-cultural population possesses the motivation and skills that facilitate awareness and respect for individual differences. We graduate students prepared to meet the challenges of the future and apply skills necessary to become productive citizens in an ever-changing society.

School / Academic Goals

- ü Problem Solving--All students will implement problem-solving techniques using a 5-step model.
- ü Communications--Students will develop and demonstrate effective reading skills. Students will develop and demonstrate effective oral and written communication skills.
- ü Responsibility- All students will implement behavior consistent with responsibility.
- ü Quality Service- to improve communication between staff/administration and parents/students in the community.

Enrollment

October 1, 2005 School Year Student Enrollment : 1764
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 102

Instructional Programs

- ü Advanced Placement Programs
- ü Dual/Concurrent Enrollment Programs
- ü School-to-Work Program
- ü ELAD Program
- ü JROTC (Army)
- ü We The People (Gov't)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 54 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Parent newsletters, parent teacher conferences, Open house, Senior post-grad night, Financial aid night, attendance procedures, academic information, campus code of conduct, counseling, scholarship information, library late nights, Parent Booster Club, School Improvement Advisory Council.

Parents

Parents are expected to work with the school in meeting expectations for academic success and behavior. We strive to work with parents to monitor progress and provide a safe learning environment. Daily attendance is crucial to a student's success.

Transportation Policy

Busing is provided for students living more than two miles from their assigned school. Specialized transportation for special education students is addressed in the IEP. Transportation is not provided for open enrollment students.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü National Academy of TV, Arts, and Sciences Student Emmy	2005
ü Outstanding Teacher Award through U of A	2005
ü Honeywell Internships Were Granted (5)	2004
ü Salt River Project Environmental Awards	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	626	5040	71130	92	91	95	719	721	701	9	11	23	8	9	13	63	56	51	21	25	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	305	2490	35465	95	93	96	720	720	702	7	10	21	9	9	13	61	57	53	23	25	13
Male	321	2549	35648	90	89	94	718	721	701	10	12	24	6	8	12	64	54	50	20	26	14
African American	26	196	3868	96	86	95	711	704	686	4	15	33	12	16	17	73	57	45	12	12	6
Hispanic	155	1326	25103	94	90	95	703	697	685	18	23	34	8	14	16	64	53	45	10	10	5
Asian/Pacific Islander	20	126	1805	95	92	98	737	736	731	10	7	9	5	6	7	35	52	50	50	35	34
American Indian/Alaskan Native	NC	170	4241	NC	80	90	NC	696	679	NC	21	39	NC	16	19	NC	56	39	NC	7	3
White	419	3222	36075	91	92	95	724	732	715	5	5	12	7	6	9	63	57	58	24	33	21
Students with Disabilities	32	232	5862	45	48	71	669	678	658	47	31	63	25	20	15	28	47	20	NA	3	2
Students without Disabilities	594	4808	65268	98	95	98	721	722	705	7	10	19	7	8	12	64	56	54	22	26	15
Limited English Proficient Students	18	259	4859	82	89	93	673	666	662	44	54	64	22	20	15	33	25	20	NA	NA	1
Migrant Students	NC	19	786	NC	79	95	NC	673	681	NC	47	38	NC	16	18	NC	37	41	NC	NA	4
Economically Disadvantaged	241	1673	22957	87	86	93	707	700	685	14	21	34	7	13	17	67	55	44	11	11	5
Non-Economically Disadvantaged	385	3367	48173	96	93	96	726	731	709	5	6	17	8	6	11	60	56	55	28	32	18

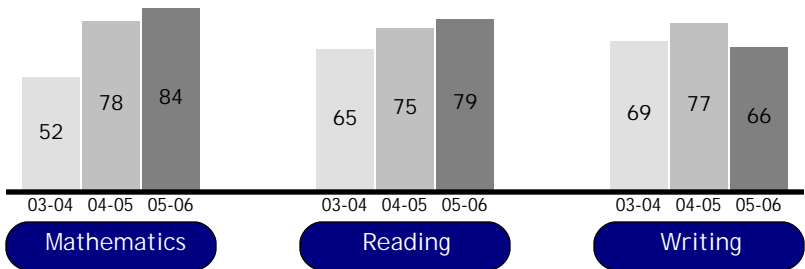
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	640	5144	73018	93	92	97	711	715	703	2	3	6	19	16	23	70	70	64	9	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	312	2530	36181	95	94	97	717	718	708	1	2	4	17	15	21	71	70	65	11	12	9
Male	328	2614	36816	90	90	96	706	712	699	3	4	7	21	17	24	69	69	62	7	10	7
African American	26	205	3976	93	88	96	704	701	689	NA	4	8	31	21	29	62	71	59	8	4	3
Hispanic	151	1351	25801	92	90	96	690	687	683	6	8	10	29	31	34	62	58	53	3	3	3
Asian/Pacific Islander	20	122	1812	95	90	98	730	719	722	NA	4	3	25	19	15	65	66	66	10	11	16
American Indian/Alaskan Native	NC	174	4389	NC	82	93	NC	686	675	NC	6	9	NC	34	42	NC	57	47	NC	3	1
White	437	3292	37024	93	93	97	719	729	721	1	1	2	15	9	12	73	75	73	11	15	13
Students with Disabilities	45	309	7170	60	63	85	657	662	654	11	15	23	67	43	47	22	41	29	NA	1	1
Students without Disabilities	595	4835	65848	97	94	98	715	718	708	2	2	4	16	15	20	73	71	67	9	12	9
Limited English Proficient Students	16	265	5099	80	89	95	652	639	641	13	31	29	69	60	59	19	8	12	NA	NA	0
Migrant Students	NC	21	817	NC	88	96	NC	656	667	NC	14	15	NC	67	44	NC	19	39	NC	NA	1
Economically Disadvantaged	253	1752	23912	89	87	94	700	691	681	4	7	10	26	29	36	66	60	52	5	4	2
Non-Economically Disadvantaged	387	3392	49106	95	94	98	719	727	714	1	1	4	15	9	16	73	75	69	11	15	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	620	5108	72810	90	91	96	689	690	685	3	4	6	31	27	30	61	63	58	5	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	304	2510	36111	93	93	97	701	700	695	0	3	4	22	19	23	68	69	65	10	8	8
Male	316	2598	36678	87	89	95	677	681	674	5	5	9	39	33	36	55	57	52	1	4	3
African American	26	199	3962	93	85	96	679	685	675	4	4	8	38	29	33	54	64	55	4	4	3
Hispanic	143	1345	25735	87	90	96	675	668	669	4	10	10	43	41	41	52	47	48	1	2	2
Asian/Pacific Islander	20	124	1809	95	92	97	707	700	704	5	3	4	15	19	19	60	66	65	20	11	13
American Indian/Alaskan Native	NC	173	4370	NC	82	92	NC	673	670	NC	8	9	NC	39	39	NC	50	50	NC	2	2
White	425	3267	36915	90	92	97	693	701	697	2	2	3	27	20	21	65	71	67	6	8	8
Students with Disabilities	25	260	7071	33	53	84	649	646	634	NA	13	24	80	51	53	20	35	21	NA	2	1
Students without Disabilities	595	4848	65739	97	95	98	690	692	689	3	4	4	29	25	27	63	65	62	6	6	6
Limited English Proficient Students	12	262	5046	60	88	94	633	604	621	8	42	31	92	54	56	NA	4	12	NA	NA	0
Migrant Students	NC	20	812	NC	83	96	NC	647	654	NC	15	15	NC	60	51	NC	25	34	NC	NA	0
Economically Disadvantaged	245	1746	23814	86	87	94	680	670	667	3	9	10	42	40	41	53	49	47	2	2	2
Non-Economically Disadvantaged	375	3362	48996	92	93	97	695	701	693	2	2	4	24	20	24	67	70	64	7	8	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test

No test data found for this school.

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (- -) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 7 Student(s)

Council Duties

- Ü Advise Principal on School Improvement
- Ü Solicit/Disseminate Information
- Ü Overnight/Out-of-State Travel Requests
- Ü Discuss Community Issues
- Ü Respond to School Safety Concerns
- Ü Understand Testing Standards

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	71.00
Other Professional Staff	8.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	7	0	0
4 to 6 years	4	19	0	0
7 to 9 years	5	21	0	0
10 or more years	4	29	1	3

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	533
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Productivity Lab
- Ü Media Center/Lab
- Ü Adult Ed. classes
- Ü Late Night Library

Extracurricular Activities

- Ü Comprehensive Athletic Programs
- Ü National Honor Society
- Ü Coyote Connection Leaders
- Ü JROTC Program
- Ü Sustained Silent Reading Program
- Ü Academic Calendar focus

Social Services

- Ü Counseling Services
- Ü Lunch Programs
- Ü Health Services
- Ü Career Center
- Ü Before/After School Tutoring
- Ü Individualized Resources for Families

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü 66 tuition waivers to U of A, ASU, and NAU. 2 out-of-state academic scholarships and 5 military scholarships were offered. 331 Marciopa Community college scholarships.
- Ü 1 Rocky Mountain Southwest Chapter of the National Academy of Television Arts and Sciences. A total of nearly two and one-half million dollars worth of scholarships were offered to the Class of 2005 seniors.
- Ü 126 seniors participated in the service learning program. 34 Seniors earned the Honor for Excellence in Service Learning. A total of 10,906 hours of service were donated by Skyline seniors.
- Ü University of Arizona Cup Award. This award is for an AZ high school that enrolls between 10-29 students in U of A's freshmen class who have demonstrated the best preparation by maintaining the highest cumulative gpa during the freshmen year.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	82	89	88	73
Graduation Rate ⁶	91	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Safety is a primary concern. Staff are informed of the school crisis plan and emergency procedures. A safety committee meets monthly. Fire drills are conducted. Parents are informed about emergency situations through the voice mail bulletin. The SRO is a valuable resource that assists us in reporting criminal activity on campus. We also have a Probation Officer to assist.

Due to the nature of certain incidents, definitions of criminal activity are sometimes difficult to quantify.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

26

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Joy Snapp	(480) 472-9400
Transportation Policy	Kathy Bareiss	(480) 472-0223
Community Resources	Denise Griffin	(480) 472-9408
School Nutrition Programs	Carol Lindsay	(480) 472-9442
Parent Organization	SIAC	(480) 472-9400
Student Health/Nurse	Ida Castle	(480) 472-9417

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 1805 Copies = \$526.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.